

## THE ESSENCE OF CORRECTIONAL PEDAGOGY AS A SCIENCE: FORMATION AND DEVELOPMENT

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According to official statistics, more than 10 % of children born with developmental disabilities, and for the past decade this number tends to increase. In the world according to the UN data, there are approximately 450 million people with apparent mental and physical development, of which nearly 200 million children with disabilities. The border between norm and pathology of development and behavior very often is conditional.

Question of psychophysiological characteristics of children with disabilities, regularities of their training and education, especially for the special education of children with special needs and features of their development, the ways of social adaptation and rehabilitation of this category of persons are investigated in the works of such scientists as V. Bondar, L. Vavina, L. Vygotsky, V. Zasenkov, V. Zolotoverh, A. Kolupaeva, G. Mersyanova, T. Sak, V. Sinyev, M. Suprun, L. Fomicheva, O. Hohlina, O. Shevchenko, M. Sheremet, M. Yarmachenko and others.

A key trend for the humanization of special education is to change the traditionally applied

terminology and professional expressions and replacement of their euphemisms. In international practice there is no uniform approach to the designation of the realities associated with the activities of special institutions. For example, in different countries the science about the training and education of children with impaired mental and physical development have different names – «*defectology*», «*rehabilitation pedagogy*», «*pedagogy of the special school*», «*special education*», «*orthopedagogy*», «*correctional pedagogy*». Given the important role of correction in the socialization of children with disabilities our textbook is called «*Correctional pedagogy*».

*Correctional pedagogics* is a science which studies the essence, regulations, principles, methods, forms of organization of education for children with disabilities.

Correctional pedagogy is closely connected with the special psychology – the science that studies the physiological features of children with disabilities.

In a society the view is formed that the terms «defective», «inadequate», «abnormal», «retarded», «debility» should be replaced by euphemism. So we will use the definitions as the synonymous:

- «children with special needs»
- «children with special educational needs»,
- «backward»,
- «children with special physical or mental development»,
- «children with disabilities»,
- «children that require correction of physical and mental development» etc.

*The object* of correctional pedagogy is the special education of children with special needs and features of their development as a social and cultural pedagogical phenomenon.

*The subject* of correctional pedagogy is a theory and practice of correctional education, aimed at the study of peculiarities of development, training and education of children with special educational needs; identification of the most effective ways and means, which should facilitate the timely identification, prevention and correction of deficiencies compensation activities of damaged organs and systems of the human organism with the purpose of further social adaptation and integration of such persons into society, providing the most independent life.

*The objectives* of correctional pedagogy at the present stage of development of education are:

1. The study of the history of the formation and dynamics of correctional and educational activities aimed at the development of children with special needs.
2. To identify the leading trends in the prevention and minimization of deviations in the development and behaviour of children, etiology (causal conditions) psycho-physiological development and socio-pedagogical conditions of life of the child.
3. Development of the technology, a combination of methods, techniques and tools to correctional and pedagogical impact on the personality of a child with special educational needs.
4. Analysis of General and special education for children with disabilities and behavior in conditions of mass education.
5. Definition of goals, objectives and main activities of the special correctional-developing institutions.
6. Clinical-physiological and psycho-pedagogical study the objective laws of the development of children with various kinds of violations.
7. Determination of the nature and essence of shortcomings in the development of children, analysis of the reasons and conditions of their occurrence.

8. Creation of the necessary educational and methodical base for preparation of the teacher for correctional and pedagogical work with children with developmental disorders.

9. Creation of necessary conditions for preservation and strengthening of physical and mental health of the child, development of his personality with the maximum use of its potential.

10. Development of various training options at different stages of development with regard to:

- the nature, structure, depth of the breach and its negative influence on the formation of cognitive activity;
- level of mental development of the child in General and specific mental functions of a personality;
- possibilities for social adaptation of the child, based on real possibilities of her personality.

11. View and determination of the content of General education and special education for children with disabilities.

12. Integrated and inclusive education of children with special needs.

The specific task of the special educational institutions is the correction of the development of children – specially organized pedagogical process aimed at weakening, overcoming development disorders, prevention and promotion of the development of the child with special needs with the aim of closest approach to the norm. Correction is closely linked with the concept of development of the child in general, therefore, the system of special education views the concept of «correctional work».

The problem of correction, as the given researches of V. Baudish, I. Groshenkova, G. Dulneva, I. Yermenko, V. Karvaylisa, Y. Kovaleva, V. Lypy, V. Lubovsykogo, I. Morgulis, V. Sinoyva, V. Tarasun, V. Tuponogova, O. Hohlinoy are combined with the problem of the development of personality and is generally regarded as a problem of correction development or correctional-developing work in a special educational institution. Corrective training (and education) is the leading factor in the development of a child with disabilities.

The search for optimal ways to implement the remedial work to improve existing forms and methods of training, development of new correctional technologies are actively taking place in correctional pedagogy of the XXI century. In recent years, the urgent attention to these issues is paid by teachers in mainstream schools, what is connected with the continuing integration of General and special education.

The system of correctional work is based on the active use of retained opportunities of abnormal child, «poods of health and not spools disease» (L. Vygotsky).

Early diagnosis and correction of deviations in development is one of priority directions of

correctional pedagogy (T. Ahutina, L. Wasserman, T. Vlasov, L. Vygotsky, I. Mamaychuk, L. Shypizyna, H. Bornstein, J.R. Kirby): the earlier the purposeful work with the child that has the features of psychophysical development, the better are the results of correction of deviations in development, and in some cases prevent the occurrence of secondary violations. The necessity of early impact on the development of the child due to the plasticity of the Central nervous system, which determines the great potential of the child and provides a positive impact of correctional assistance.

A relevant compensation (lat. compensatio – substitution, trim) is a replacement or reconstruction of damaged/ immature body functions. This is a complex, multifaceted process of promotion of the organism due to congenital or acquired anomalies. In children with developmental disabilities in the process of compensation is the formation of new dynamical systems conditional connections, eliminate the violations or weakened functions, development of personality. There is sometimes a decompensation of a sharp decrease of efficiency, slow development of abnormal children due to negative influences and conditions, the destruction of compensatory mechanisms.

*Habilitation* provides for the organization of a system of measures aimed at mastering the face of the knowledge and skills required for independent living in the social environment: understanding your options and limitations, social roles, understanding the rights and obligations, the ability to perform self-service.

*Social rehabilitation* (lat. rehabilitas – recovery fitness, ability) in the medical-pedagogical sense provides for the inclusion of abnormal child in the social environment, introduction to the social life and labour at the level of psychophysical abilities. Rehabilitation is carried out with the help of medical tools, aimed at elimination or mitigation of defects of development, as well as special training, education and professional training.

Integral (interdisciplinary) techniques and approaches that are popular in the world and domestic correction and rehabilitation practice are: the system of early rehabilitation of children with impaired health; technologies of socio-cultural, social and socio-surrounding rehabilitation; correctional, pedagogical and therapeutic technologies – music therapy, art therapy, play therapy, tale therapy, etc; rehabilitation technology by Maria Montessori; conductive pedagogy by Petyo; social Pediatrics and methodology of «Tandem»; rehabilitation pedagogic constructions in the plane of the concepts of rehabilitation pedagogy and therapeutic pedagogy; social rehabilitation persons with disabilities by means of physical culture and sports.

The universal purpose of comprehensive rehabilitation process is multidimensional and appears to the system of objectives: (1) restoration and correction of health (physical, social, psychological); 2) socialization; 3) social integration; 4) social adaptation; 5) improving the quality of life; 6) creation of an independent style of life; 7) the formation of a mode of action for the type of «a fully functioning person.» They are associated with the educational influence on a person are mostly educational origin and implemented through educational methods and forms of influence (A. Shevtsov, 2010).

*Social adaptation* (from lat. adapto – adapt) has the aim of bringing of individual and group behavior of the children in conformity with a system of social norms and values, the provision of adequate relations with society, the collective, conscious fulfillment of social norms and rules.

The main principles of correctional pedagogy are:

- *the principle of developing teaching*, which is based on the provision about the leading role of training in child development, and the formation of a «zone of nearest development»;

- *the principle of the unity of diagnostics and correction of deviations in development*;

- *principle of accounting ratios of primary violations and secondary deviations in the development of the child*;

- *genetic principle*, which takes into account the General laws of development of education and training of children with disabilities;

- *the principle of correction and compensation*, which requires a flexible accordance correctional and pedagogical technologies and individually-differentiated nature of the violations of the child, their structure and degree of manifestation;

- *action principle* defines the approach to the content and construction of training taking into account leading to each age stage of activity, in which the «Mature» psychological new formations, which determine the personal development of the child;

- *the principle of early intervention*.

Correctional pedagogy enjoyed as the general scientific and specific methods, techniques, which allow to investigate the subject of science. According to the goals and objectives of the study we can choose a particular set of (system) methods, which combine in research methods.

The methods of science, as a rule, are based on the basic laws of the subject of research.

The main task of the scientific methods in correctional pedagogy is to develop effective methods of research, prevention, and addressing violations of children. In scientific and educational research correctional pedagogy uses the well-known psychological and pedagogical methods.

The *method of observation* is important among them. It presupposes a study by a certain psychological-pedagogical phenomenon in the natural conditions. As one of the main empirical research methods of observation is based on the fact that any psychological and pedagogical phenomena are observed in external behaviour, actions, gestures, facial expression, posture, voice reactions of a person. Monitoring provides the opportunity to get valuable information about the child, particularly its conduct, communication etc. Scientific observation requires not only fixing the facts, but also a thorough analysis and explanation.

The main terms of use of the method of monitoring is to identify its goals and objectives, selection of the object, subject and situation, as well as time monitoring methods, fixation, processing and analysis of results.

*Conversation* lets you find out the peculiarities of formation of the person of pupils or the effectiveness of the implementation of the correctional-educational process. They use it according to the prepared scheme, preliminary having defined question. Depending on the nature of the research interview may be more standardized, when the pre-fix issues to be considered, or less standardized (free, search engine), when it is the first stage of research, provides a refinement of the plan and technologies.

The basic characteristics of the method of the experiment is to create a researcher conditions with psychic phenomena, and monitoring its progress. During the experiment, the conditions are created for separation phenomena and learn from those who accompany them. This helps to detect hidden processes, mechanisms and phenomena, properties, establish regular communication between them.

The experimental procedure provides for: 1) definition of the subject of research and terms of its realization; 2) formulation of the hypothesis of the research; 3) the choice of parameters to commit the changes in the investigated phenomena; 4) to conduct experiments and data collection; 5) the choice of ways of processing the collected materials; 6) the interpretation of results.

By location and features of the technical equipment the experiments are divided into laboratory and natural.

*Laboratory experiments* are carried out in specially equipped premises (lab) using the equipment according to the instruction, which determines the action to be investigated, that knows that conduct research, but does not know its purpose. The feeling of tension and stiffness in the actions of the child negatively affect its behavior and activities that significantly reduces the reliability of the information received.

*The method of natural experiments* in the conditions of educational process allows the study of the cognitive activity of the student, the features

of its behavior, the formation of personality and interpersonal relations in the conditions close to natural. The disciple is not aware of the role of the study, what makes his behavior relaxed.

To the degree of impact on the object research the natural experiment is classified to the ascertaining, forming and psychological-pedagogical.

*The ascertaining experiment* is used when you determine the real state of the phenomena that already exist. Its aim is to establish certain patterns in the existence of the phenomena, the presence of certain personality qualities and attributes definition of peculiarities of mental processes.

*Forming (educational) experiment* is a specific method of correctional pedagogy, whose main purpose is the formation of pupils' knowledge, skills, techniques of mental activity, traits, abilities and other mental qualities. The researcher has to identify the objective composition activities, which want to form and develop methods of formation of its orienting, performing and controlled components.

If the purpose of formation is the development of a learning process of the perceptual, mnemonic, intellectual and other qualities of a disciple, it is about the *learning experiment*. During the *educational experiment* the formation of some personality traits is taking place.

During the organization of psychological and pedagogical experiment should take into account such requirements: the performed activities should be attractive for the investigated; experimental procedure should last long; in several age periods should not change the content of the stimulus material.

An important source of information about children with disabilities is the *analysis of creative activity* – written works, drawings, hand-made articles, poems etc. This method gives the opportunity to obtain information about the level of development of children's intelligence, motivation and self-regulation, to reveal the hidden potential of mental activity, personal qualities, inclinations, current emotional state, to predict the trend of development.

A valuable tool for the study of children with disabilities is *questioning method* of mass gathering of materials by means of questionnaires. This method provides a significant opportunity to obtain a broad information in a short time. The questionnaire consists of a fixed number of open, alternative or closed questions. Open-ended questions provide free answer to alternative fixed («Yes», «no», «I know», «I don't know»). Closed questions involve indirect response that require additional interpretation. In the process of questionnaire you can change the wording of the questions, because it makes it impossible to analyze. An important advantage of the survey is its



anonymity that provides sincerity of answers, eliminates the need to have to give answers.

The interview process is built on the principle of «question-answer»; as a rule, questions in advance precisely programmed. This method allows you to explore a larger number of individuals, collect data array, covering a variety of issues, interests, preferences, etc.

At all stages of its development the humanity could not be indifferent to the people who had impaired physical or mental qualities. After all, if the persons with disabilities have not paid adequate attention, was not paid to the extent or untimely, these people became difficult burden to the society, a source of negative social phenomena such as crime, homelessness.

In every society there are different criteria of developmental disorders. In those days, when people possessed only primitive tools, inferior recognized the person with particularly pronounced disadvantages. In the conditions of a more highly developed society such people began to recognize those who could not master the specific educational and professional level.

In ancient times, the civil law distinguished recognition of persons with disabilities as inferior, incapable, such needing guardianship. For example, legislation Greek Sparta dictated to identify children with disabilities and to separate them from the healthy ones. It was believed that in this way the state system was saved and the idea of physical aptitude of citizens was proclaimed.

History of concern for children with impaired development in Ukraine is rather long. The Church and the monasteries were the first to take care of handicapped persons, referred to in the «Tale of bygone years».

In times of Kyivan Rus Slavs favourably treated people with severe impairments in physical and mental development. A significant role in helping an «abnormal» children and adults played one of the largest in Kievan Rus, Kiev-Pechersk monastery, where in the X century, a shelter for children-orphans and children with disabilities (deaf, blind, underdeveloped) was opened.

From the researches of V. Bondar, O. Dyachkova, H. Zamsykogo, V. Zolotoverha, M. Yarmachenka is known that in Kievan Rus in the X-XII centuries the institutions were created, which patronized retarded children, taught them the elements of ratification, painting, singing, and various crafts. In times of Kievan Rus collegiate organization of guardianship for people with impaired mental and physical development reached its high level of development for that time.

In the XII-XVII centuries in Ukraine, a specific form of helping the sick and the disabled have become «the almshouse of a hospital».

The first special educational institutions for children with disabilities in Ukraine began to create in the second half of the XIX century. Problems of ensuring the operation of the institution of trained staff were quite difficult to solve. Progressive scientists of that time, first of all, the outstanding Russian psychiatrist and psychologist I. Sikorsky (1842-1919), stressed the need for a combination of professional training of relevant specialists with fundamental medical, psychological and pedagogical knowledge.

In 1834 Professor P. Butkovskyy, head of the Department of psychopathology of Kharkov University, prepared a first «Textbook of Psychiatry».

In the first half of the XX century as a self-teaching science about the peculiarities and regularities of education, upbringing and development of children with limited mental and physical capabilities defectology was formed. A great role in its formation was played by the pedagogical practice. It was used in the second half of the XIXth century under the influence of psychiatrists I. Merzhievskogo, I. Malyarevskogo, G. Troshina, V. Kashchenko and others. The names of the first special educational institutions have medical shade of – Medical-pedagogical institution by Dr. F. Plaza», «Medical and disciplinary institution by Dr. I. Malyarevskogo», «Medical and pedagogical Institute for mentally aborted, retarded and nervous by Dr. I. Sikorsky», «School-sanatorium for defective children by V. Kashchenko» etc.

At the end of 1904, Medical-pedagogical Institute for mentally underdeveloped, backward and nerve children was opened by the daughters of I. Sikorsky. The idea of opening such institutions was expressed by I. Sikorsky earlier in 1882 at the IV International Congress of hygienists in Geneva. The dream of the scientist was realized by his daughters Olga and Elena Sikorsky.

Professor I. Sikorsky, head of the Department of psychiatry and nervous diseases of Kyiv University, in 1908 became the first Director of the open Phrebelivskiy women's pedagogical Institute. Opening of the higher educational institution that conducted teacher training, in particular for medical-psychological-pedagogical profile, and subsequently became part of the created in 1920, the Kyiv Institute of national education (FILM) can be considered to be the beginning of the organization of higher defectology (together with preschool and initial) education in Ukraine.

In the Soviet Union differentiation and improvement of the system of special education, the transition to 8 types of special facilities were occurred (1950-1990). Among the significant research in various branches of defectology there are works by V. Bondarya, H. Zamskogo,

I. Yeremenko, L. Zankova, N. Zasenka, L. Vavinoy, L. Vygotsky, L. Volkova, O. Graborova, G. Dulneva, V. Lapshin, G. Mersiyanyova, M. Pevzner, S. Rubinstein, I. Sokolaynskogo, N. Stadnenka, M. Hvatseva, and other scientists.

Significant contribution to the theory and practice of education of children with disabilities were carried out by the pedagogical systems, and by the ideas of foreign scientists V. Ajrlenda, L. Braille, I. Wiese, V. Gauyi, O. Dekroli, Dj. Dremora, D. Cardano, Montessori, E. Segana.

The historical and logical analysis (S. Mironov, 2007) of the archive documents, literary sources allows to define the periods of development of domestic training defectology personnel and to outline their chronological framework, namely: first – 1919-1938's. – conception of the state system of training defectology personnel; the second – 1939-1946's. – organizational improvement training of teachers-defectologists; third – 1946-1962's. – broadening and deepening general pedagogical training, weakening of the defectology specialization; the fourth – 1963-1990's. – educational-methodical improvement and expansion of differentiated training of teachers-defectologists; the fifth 1991-2005 – creation of a national training defectology personnel; sixth – 2005 – harmonization of national and modern European trends staffing work with mentally retarded children on the basis of the accession to the Bologna process.

The most relevant trend today is towards humanization of education, training and development of children with special needs. In Ukraine special education is represented by the system of differentiated education. It is carried out

in educational institutions and institutions of innovation type (rehabilitation, health, social-pedagogical, psychological-medical-pedagogical centres).

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